DOCUMENT RESUME

ED 431 672 SO 030 711

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TITLE Education for Citizenship: Ideas and Innovations in Political Learning.
ISBN ISBN-0-8476-8366-4
PUB DATE 1997-00-00
NOTE 248p.; Foreword by Benjamin R. Barber.
AVAILABLE FROM Rowman & Littlefield Publishers, Inc., Order Dept., 15200 NBN Way, P.O. Box 191, Blue Ridge Summit, PA 17214; Tel: 800-462-6420 (Toll Free) ($20.95).
PUB TYPE Books (010) -- Collected Works - General (020)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Active Learning; *Citizenship; *Citizenship Education; *Civics; *Democracy; Higher Education; Instructional Effectiveness; Internet; *Political Issues; *Service Learning
IDENTIFIERS Community Ties; Public Issue Forums

ABSTRACT

These essays address education for citizenship at a specific, concrete level. The collection offers examples of efforts to create among students a new set of what Alexis de Tocqueville called "mores" or culturally defining "habits of the heart" that enhance citizenship, foster a sense of connectedness to a community, and support the practices, basic values, and institutions necessary for the democratic process. An introduction entitled "Some Themes from Recent Innovations and Questions for the Future" is given. The 13 essays following the introduction are: (1) "Teaching American Politics through Service: Reflections on a Pedagogical Strategy" (Craig A. Rimmerman); (2) "Service Learning as Civic Learning: Lessons We Can Learn from Our Students" (Richard M. Battistoni); (3) "The Urban Agenda Project" (Otto Feinstein; James D. Chesney); (4) "Citizenship Courses as Life-Changing Experiences" (William D. Coplin); (5) "Public Affairs Internships: Coming of Age" (Glen A. Halva-Neubauer); (6) "Enhancing Citizenship through Active Learning: Simulations on the Policy Process" (Joseph Cammarano; Linda L. Fowler); (7) "Doing the Rights Thing: Tales of Citizenship and Free Speech" (Marc Lendler); (8) "Teaching the Art of Public Deliberation: National Issues Forums on Campus" (Daniel W. O'Connell); (9) "Democratizing the Classroom: The Individual Learning Contract" (John F. Freie); (10) "Wading in the Deep: Supporting Emergent Anarchies" (Naeem Inayatullah); (11) "Teaching Deliberation: Citizenship Education and Cross-Disciplinary Team Teaching" (Mark Rupert); (12) "Using the Internet to Enhance Classroom and Citizenship Information" (William Ball); and (13) "The Internet as a Tool for Student Citizenship" (Kimberley P. Canfield). An extensive bibliography concludes the collection. (BT)

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